BEFORE AND AFTER SCHOOL PROGRAMS

PREPARING FOR
FEDERAL PROGRAM MONITORING (FPM)

Iqbal Badwalz, Education Programs Consultant
Susie Morikawa, Education Programs Consultant
August 1, 2014 – Sacramento
August 6, 2014 - Pomona

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

What we will cover today:

- What is a FPM? What to expect?

- Before and After School Programs (BASP) FPM Instrument

- Resources

What is a FPM?

- Purpose and expectations

- FPM Schedules:
  - Cycle A On-site
    09/2014 through 02/2015
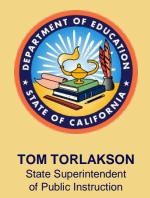 - Cycle C On-line
    03/2015 through 06/2015

What is the BASP FPM Instrument?

- http://www.cde.ca.gov/ta/cr/cc/documents/baspinst201415.doc

- Each item will have a conclusion of:
  - Meets requirements
  - Does not meet requirements
  - Not Monitored

- The instrument will be filed at the California Department of Education (CDE)

TOM TORLAKSON
State Superintendent
of Public Instruction

I. Involvement

TOM TORLAKSON
State Superintendent
of Public Instruction

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs
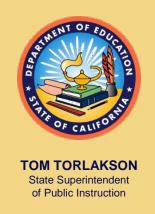
Evidence for Dimension I can include:

- Review of Documents:
  - Grant Applications
  - Planning Documents/Private School Consultation
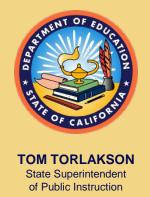 - Records of Meeting
  - Operational Processes and Procedure

- Interviews with:
  - Grant Coordinator
  - After School Program (ASP) and Regular Day Staff
  - Community Representatives
  - Parents
  - School Site Council

II. Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements

Evidence for Dimension II can include:

- Review of Documents:
  - Local Educational Agency (LEA) Plan
  - Single Plan for Student Achievement
  - Program Plan in the Grant Application
  - Schedules, Menus, Policies, Inventories (Project Lean Snack Calculator http://www.californiaprojectlean.org/)
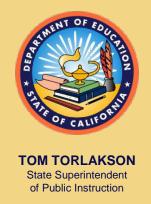
  Interviews with:
  - After School Program and Regular Day Staff
  - Parents
  - Community Representatives and Other Stakeholders

III. Funding

Allocation and use of funds meet statutory requirements for allowable expenditures

Evidence for Dimension III can include:

- Review of Documents:
  - Line item budget and expenditure reports
  - Audit reports
  - Personnel documents (timesheets and duty statements)
  - Contracts and Memorandums of Understanding

- Interviews with:
  - Grant and site coordinators
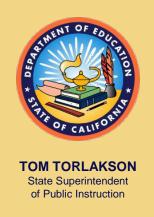 - ASP and LEA staff with fiscal responsibilities

TOM TORLAKSON
State Superintendent
of Public Instruction

Guidance on ASES Match Evidence

TOM TORLAKSON
State Superintendent
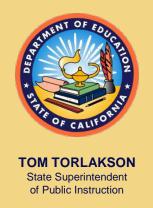of Public Instruction

Match Requirement

III-BASP 13. (ASES) The LEA/grantee agency operating an ASES program has obtained a local contribution of cash or in-kind local funds equal to not less than one-third of the total grant amount. Facilities or space usage may fulfill not more than 25 percent of the required local match. (California *Education Code (EC) sections* 8483.7[a][5] and 8483.75[a][4]).

- Show where your grant match comes from by providing a list of match contributors, what the contribution was and its value (calculate amount for in-kind). Show total match value as a percent of total grant amount and clearly show the calculation of the percentage of the match that is provided by donated space and facilities (which can be no greater than 25 percent of the entire match).

- Attach evidence (i.e., Memorandums of Understanding, volunteer documentation) supporting the entries on the list of match contributors.
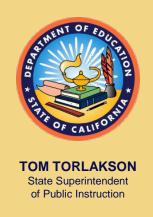
IV. Standards, Assessment, and Accountability

Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program

Evidence for Dimension IV can include:

- Confirmation of data submitted.

- Principles of Effectiveness:
  - Conduct a needs assessment
  - Develop performance measures
  - Use science-based programs and strategies
  - Regularly evaluate your program for effectiveness
  - Use results of evaluation to strengthen and modify your program

V. Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program
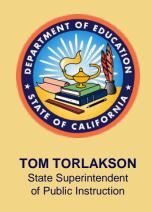
Evidence for Dimension V can include:

- Review of Documents:
  - Personnel records
  - Training plans
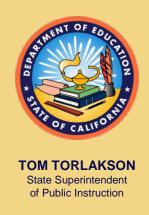 - Schedules and sign in/out sheets

- Interviews and Site observations

VI. Opportunity and Equal Educational Access

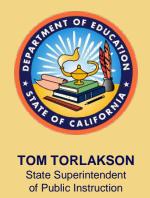Participants have equitable access to all programs provided by the LEA as required by law

Evidence for Dimension VI can include:

- Review of Documents:
  - ASES Program plan
  - School safety plan
  - Policy regarding charge of program fees
  - Program handouts/brochures

- Interviews with:
  - ASP and district staff
  - Teachers and parents
  - school security officers and stakeholders

- Observation of sites

TOM TORLAKSON
State Superintendent
of Public Instruction

VII. Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs

Evidence for Dimension VII can include:

- Review of documents:
  - Curriculum material
  - Program description/plan
  - Lesson plans
  - Brochures/course offerings
  - Student work

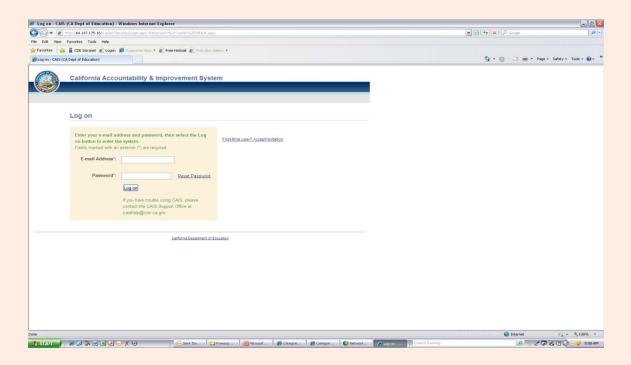   Note: where appropriate, the activities should be research-based and content standard aligned.

- Interviews with:
  - Parents,
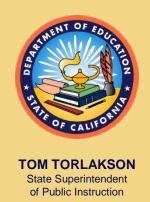 - ASP and school site staff
  - Other stakeholders

TOM TORLAKSON
State Superintendent
of Public Instruction

What is CAIS?

California Accountability and Improvement System (CAIS) Web page:
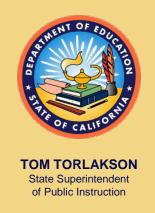http://64.147.175.16/tracker/

WestEd's CACC CAIS Information Web Page:
http://www.cacompcenter.org/cs/cpm/print/htdocs/cpm/cais_resources.htm

CAIS Document Uploading Guidance
Before and After School Programs Only
Please read the following BEFORE uploading your documents.

TOM TORLAKSON
State Superintendent
of Public Instruction

- Review your program – ASES / 21st CCLC / ASSETs

- Please do **not** provide any information that goes beyond what is required to provide evidence that you are meeting the specific requirement.

- Number all pages of the documents you are submitting consecutively. This may be done by hand and it is not necessary to eliminate page numbers that already exist in your documents.

- Prior to uploading, highlight or mark the section(s) in each document that contains information relevant to the item being tested. At the beginning of the document, note the page number(s) of the highlighted sections.

- Do not submit the content of trainings and workshops (i.e., PowerPoint© slides). An agenda for the workshop that lists presenters and a statement of who attended from your organization and their role is sufficient.
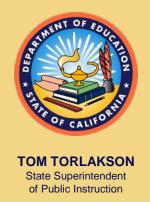
FPM Resources

Regional Technical Assistance Contacts

- Regional After School Technical Assistance System contacts within the 11 service regions of the California County Superintendents' Educational Services Association.

http://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp

What to Expect After the FPM Visit

TOM TORLAKSON
State Superintendent
of Public Instruction

- Onsite FPM:
  - Formal exit meeting/debrief
  - Notice of finding (NOF) date

- Online CAIS review:
  - Preliminary draft of findings deadline
  - Debrief date, if necessary and requested
  - NOF date

- Proposed Resolution of Findings (PRF)
  - Track findings
  - Communicate between ASD Consultant and FPM Office on findings
  - Ongoing Technical Assistance

Questions

Thank you for your participation.

Iqbal Badwalz, Education Programs Consultant

Susie Morikawa, Education Programs Consultant

California Department of Education

(916) 319-0732

ibadwalz@cde.ca.gov

TOM TORLAKSON
State Superintendent
of Public Instruction